

Member Facilitation Guide

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What is a Facilitator?

Adapted from Northwest Leader Corps curriculum.

Facilitate: to make easier; to free from obstruction or difficulty; to help bring about

Four Functions of a Facilitator

1. Encourage and ensure full participation of all group members
2. Promote mutual understanding
3. Foster inclusive practices and decisions
4. Facilitate new skills

Key Principles of Quality Facilitation

- ⇒ Believing that groups can make good decisions
- ⇒ Ensuring participation
- ⇒ Convening people as a neutral guide
- ⇒ Facilitating a shared sense of group goals and vision
- ⇒ Using effective processes
- ⇒ Utilizing diversity and wisdom
- ⇒ Continuous improvement
- ⇒ Ability to facilitate change inclusively
- ⇒ Working collaboratively with trust
- ⇒ Learning from experience

A Facilitator's Mind Set

- ⇒ **Participation and Observation:** Crafts the process and structure while observing body language, patterns of interaction, what works well with the group, etc.
- ⇒ **Curiosity and Inquiry:** Asks the group questions about what is happening and what needs to be happening.
- ⇒ **Belief in Participants and Group:** Focuses on the possibility of the group and the individual strengths and abilities participants bring to the group. Relies on those strengths and abilities throughout process.

Presentation Tips

- ⇒ Learn to relax. Each presentation is easier than the last as you build confidence and comfort.
- ⇒ Keep it warm and conversational. Don't complicate what may be simple.
- ⇒ Know your audience and appeal to its interests and needs.
- ⇒ Use visual aids that are stimulating and colorful for people who are not auditory learners.
- ⇒ Smile and be yourself. Let your personality shine through.
- ⇒ Try to make eye contact with the entire audience.
- ⇒ Capture your audience's attention by telling stories, giving personal examples, using humor, and quoting others.
- ⇒ Be enthusiastic. Your passion and integrity will capture your audience's interest.
- ⇒ Use powerful and creative openings and closings.
- ⇒ Do your homework and know what you're talking about.

Tips on Recording

- ⇒ Title your posters/flip-charts.
- ⇒ Alternate earth tones for your main colors (e.g. green, blue, purple, brown, black). Earth tones are generally easier to read, especially from a distance.
- ⇒ Highlight with light colors (e.g. red, pink, yellow, orange).
- ⇒ Use bullets instead of numbering. Using numbering can sometimes lead to participants thinking (consciously or subconsciously) that ideas are being ranked instead of simply listed.
- ⇒ Use abbreviations (e.g. ppl, grps, ldrshp)
- ⇒ Use symbols for words (e.g. \$ for money, ? for up, ? for down)
- ⇒ Use spacing. Leave white space between items.

Facilitation Sensibilities (created by the National Service Leadership Institute)

Don't open what you can't close.

Ensure there is sufficient group readiness and time available to explore and close new topics in a meaningful way.

Transfer ownership.

Enable groups to become increasingly self-sufficient by transferring to them decisions about how they will use and structure their time.

Assess openness.

A closed vessel cannot be filled with something new. Much of a facilitator's work starts with creating and assessing openness before offering new input.

Let go of the need to fix.

The individuals within a group own any perceived problems that surface. The facilitator's role is to serve as a resource in addressing what surfaces, but not to fix it.

Assess stages of cultural competence.

Continually assess your own and other's unique place along the cultural competence continuum as you observe what is said and done in the group. How can you maximize openness, understanding, and increased competency in progressing along the continuum?

Be a guide on the side, not a sage on the stage.

Your function is to serve as a resource so that others may discover their own wisdom, not to demonstrate all you know, or become the revered or lauded performer at the center.

Model transparency.

Speak the thinking, assumptions, and intentions behind your words relating to content, process, and relationships.

Ask "Is this about me?"

Question intentions behind your words and choices as a facilitator. Ask: Why am I saying this – to appear knowledgeable, competent, or right? How can I be of service to the group?

Ask "How are identities and power at play?"

Reflect on how you think your own age, class, disability, ethnicity, gender, primary language, race, religious affiliation or non-affiliation, sexual orientation, etc. influence how you view yourself, others, the curriculum, and group interactions. Utilize this awareness to inquire or speak in ways that support group members in exploring how their identities may also be at play.

Know yourself.

On-going self-reflection of who you are, how your identities, experiences, and assumptions shape how you see yourself, others, the curriculum, and group dynamics.

Make facilitation your daily practice.

We have opportunities to practice being facilitative all day long, with colleagues, friends, families, and strangers. How open, non-judgmental, attentive, etc. are you to others during the day?

Be present.

Opportunities for facilitative leadership often arise at unpredictable moments. If you are thinking about what you need to do next, or what happened an hour ago, you may lose sight of what is happening in that moment.

Translate my reactions.

Notice when you are making assumptions or judgments about something someone has said or not said. Speak the truth to yourself about those judgments, decide if it would be beneficial to speak, and mentally translate the judgment into a question or reflection that has opening dialogue rather than shutting it down as the goal.

Practice inquiry before advocacy.

Ask questions with the goal of supporting others in coming to their own deeper understanding rather than telling them what they should know or think. Questions that genuinely seek understanding are often helpful.

Acknowledge contributions.

Acknowledge another's perspectives before questioning or responding. If others first feel heard, they are likely to be more open to hearing another perspective that may cause them to question their own.

Listen deeply.

A goal is for others to feel heard which will enable us to be more open to moving to a deeper level of understanding.

Planning Facilitation

Effective facilitation requires pre-planning. To get started, facilitators can use the Unit Facilitation Planning Worksheet. A completed sample of the worksheet is also available. The following is a partial list of things to consider when planning your facilitation of the *Roadmap* curriculum.

Participants

- ⇒ Who are your participants? What sort of diversity does your group have (e.g. age, experience, ability or disability, gender, ethnicity...)? How will this affect your facilitation?
- ⇒ What sort of energy level can you expect from participants? Have they already had a long day before you facilitate?
- ⇒ What experience do they have with being civically engaged prior to going through the curriculum? How will this affect their reactions to the curriculum?

Resources

- ⇒ Do you have the supplies needed for the activities in the Roadmap? If so, where can they be stored until you're ready to use them? If not, how will you plan around them?
- ⇒ Do you need an interpreter during facilitation?
- ⇒ Do you have adequate space for the activities?
- ⇒ Do you have enough time to facilitate thoughtfully?

Materials

- ⇒ Are your materials (e.g. handouts, posters) accessible to all participants? Will they easily be able to see, read, and/or use them as they're meant to be used?
- ⇒ Do your materials show respect towards different cultures within our society and accurately reflect the diversity of our society? Do they demonstrate cultural competency?
- ⇒ Do all of your materials complement each other?

Delivery

- ⇒ How can you best accommodate the diversity of your participants?
- ⇒ Do you have back-up plans in case an activity doesn't work out for any reason?
- ⇒ Do you know extra energizers to raise participants' energy levels if needed?
- ⇒ If you have a group facilitating, are they all rotating roles and responsibilities?
- ⇒ What different roles do you need people to play (e.g. recorder, time-keeper)? If you don't have enough facilitators to fill these roles, can your participants help fill them?
- ⇒ Are all of the facilitators comfortable with the roles they're playing at any given time during the facilitation?
- ⇒ Do you have time built in to debrief the different activities, games, art projects, etc.?
- ⇒ Do you have time built in to generate feedback from participants on the process?

Unit Facilitation Planning Worksheet

Facilitation Date: _____ Time Allotted: _____ Unit/Section: _____

Facilitator(s): _____

Supplies	Objectives (Participants will...)

What	Roles	How	Time

Unit Facilitation Planning Worksheet -- SAMPLE

Facilitation Date: 11-11-1111 Time Allotted: 120 min. Unit/Section: 1A & 1B

Facilitator(s): Person A, Person B

Supplies		Objectives (Participants will...)	
<ul style="list-style-type: none"> ⇒ Flip Chart ⇒ Markers ⇒ Soft object to toss ⇒ Declaration of Independence Handouts ⇒ Small reflection journals with blank covers ⇒ Lots of old magazines ⇒ Scissors and glue ⇒ Space: Desks arranged in a large U shape with a perimeter of 100 ft. 		<ul style="list-style-type: none"> ⇒ Explore the concept of community ⇒ Create a safe space for all participants ⇒ Create and launch a group identity and shared values ⇒ Explore the founding principles of the U.S. ⇒ Apply these principles to civic engagement 	
What	Roles	How	Time
Unit Intro	Person A: Facilitator Person B: Recorder and Timekeeper	1. Activity: Group Juggle. Form circle in area of desks. (10 min.) 2. Move back to desks. Facilitators self-intro. (5 min.) 3. What are we going to do? Explain <i>Roadmap</i> process and goals/objectives briefly. Ask if participants have any other expectations for whole process. (5 min.) 4. What does "civic engagement" mean? Group discussion. (10 min.)	30 min.
1A Lesson – How'd that happen?	Person B: Facilitator Person A: Recorder and Timekeeper	1. Segue discussion from engagement to choices. 2. Questions (5 min.) <ul style="list-style-type: none"> ⇒ How many of you chose the clothes you wore to school today? ⇒ ...Chose who your parents are? ⇒ ...Chose the grades you get? ⇒ ...Chose your nationality? ⇒ ...Chose to participate in CE? 3. Group discussion on choices we make and things that we have no control over. (10 min.)	15 min.

1A Reflection – Creating a Safe Place	Person B: Facilitator Person A: Recorder and Timekeeper	<ol style="list-style-type: none"> 1. Segue to making choices about how we will use CE time, regardless of whether we choose to stay here. 2. Introduce concepts of safe space and group identity. Explain that the group will make group agreements. One person is going to sign and place to the wall (including facilitators). Ask you to divide into 3 or 4 groups. They'd like to come to the wall to show so that our group would be well-known. (a minute to think and talk.) 3. Brainstorm as a group. Ask questions to get the group to agree. Guidelines shouldn't be too open to interpretation. (5 min.) 4. Review each guideline as necessary. Cancel out any that are the same (with group consensus). (5 min.) 5. Do a negative poll on each guideline: ask if anyone does <i>not</i> agree to follow it. If there is not consensus, draw large brackets around it. Explain that bracketed guidelines are not official rules but are requests from some group members. Once finished, have all participants and facilitators sign the agreements. (5 min.) 	20 min.
Energizer!	Person A: Facilitator Person B: Timekeeper	<ol style="list-style-type: none"> 1. Play a game of Categories. Seat everyone in a circle (Person B across the circle from me) and establish the rhythm. In rhythm, explain that I am going to name a category and we're going to go around the circle and each name something from the category. Demonstrate. Play one or two rounds depending on time. 	5 min.
1B Activity – Group Name	Person A: Facilitator Person B: Recorder and Timekeeper	<ol style="list-style-type: none"> 1. Stay in circle but let everyone shift so they can see the flip chart. 2. Explain that we want to come up with a fun group name for ourselves. The name should describe our group and what we're doing. 3. Brainstorm as a group. Ask for clarification as necessary. (5 min.) 4. Once there are no more suggestions, divide the total number by 3 and allow each participant to vote that number of times. Go through each suggestion and count votes for each. Narrow the list down to the top choices (wherever there's a clear breaking point in the number of votes). Vote again, this time allowing each participant to only vote once. The one with the most votes is the new group name. (5 min.) 	10 min.

Roadmap Curriculum Adaptation Guidelines

1. The structural components of each unit must remain the same. The two sections of the units must each include an activity, a lesson, and a reflection.
2. The reflection must be done after the activity and lesson, but the order of activities and lessons can change.
3. Alternative activities can only be used if they meet the goals of the replaced activity, the unit, and the curriculum as a whole.
4. Any alternative activities not already in the *Roadmap* must be approved by project supervisors and program coordinators **prior** to use.

Roadmap Adaptation Submission Form

Please email to your project's program coordinator for approval prior to use. Thank you!

Project Name: _____

Submitter Name: _____

C.E. Site/Group: _____

Adaptation is being applied to: (Please check the unit section that applies.)

_____ 1A	_____ 2A	_____ 3A	_____ 4A	_____ 5A	_____ 6A	_____ 7A
_____ 1B	_____ 2B	_____ 3B	_____ 4B	_____ 5B	_____ 6B	_____ 7B

Adaptation is being applied to the: (Please check the one that applies.)

_____ Activity	_____ Lesson	_____ Reflection
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Name of replacement activity/lesson/reflection: _____

Supplies needed:

Detailed Description/Outline (Use back of form and/or additional sheets if necessary.):

Facilitating for Different Learning Styles

Everyone learns in different ways. Learning styles can be thought of as a relatively stable set of factors that affects our reaction to a learning environment. These factors are:

- ⇒ Cognitive (how we process information)
- ⇒ Emotional (how we feel about learning or the learning environment)
- ⇒ Characteristic (how our personality affects our learning)
- ⇒ Physiological (how our senses interact with our environment)

They can affect how we perceive, interact with, and respond to a learning environment.

Learning style research continues to reveal new information on how we learn, and the many models of learning styles that are currently out there all reflect different pieces of how people learn. Included here are some of the more common approaches to learning styles.

Sensory-based Learning Styles

Many tests and resources on learning styles focus on the way our senses take in information. A person's learning style in this sense is based on the most efficient way his/her body is wired to take in information.

Adapting your facilitation for this type of learning style is often one of the most useful ways to change your learning environment because it makes what you're teaching more accessible to all of your participants.

Visual Learners

- ⇒ Visual learners like to see what they're learning, preferring to take in information through the eyes. Images and pictures help them understand ideas and concepts. They are oriented more to shapes and forms (rather than words or numbers). When someone is describing something to them aloud, they may create a mental picture of what is being described.
- ⇒ People who learn by reading may or may not fall into the visual learner category. Often, people process information when reading by hearing themselves say the words, which falls under auditory learning. Some researchers define a separate category of learner who is reading/writing-oriented or language/word-oriented.
- ⇒ **Facilitating for visual learners:** Handouts, flip charts, and other visual aids should have plenty of pictures, images, charts, and graphs. When listening to a speaker, it may help visual learners to be able to see the speaker. It may help them to draw things out or to visualize or daydream.

Auditory Learners

- ⇒ Auditory learners learn best by hearing, preferring to take in information through the ears. They can be divided into two categories: "listeners" and "talkers". Listeners remember things they hear from other people or sources, while talkers need to hear their own voice in order to learn. There may also be some auditory learners who use both styles.

- ⇒ **Facilitating for auditory learners:** Ideas and concepts should be explained aloud. For "talkers", allowing them to read aloud or discuss with others may help them learn.

Kinesthetic-Tactile Learners

- ⇒ Kinesthetic-tactile learners learn best by moving or touching, preferring to take in information through their nerve-endings. Like auditory learners, they can be split into two categories: kinesthetic and tactile. Kinesthetic learners need to move while tactile learners need to touch.
- ⇒ **Facilitating for kinesthetic-tactile learners:** Experiential activities work best for these learners. Allowing them to pace at the back of the room, doodle, or do something with their hands may help them learn.

Information Processing Learning Styles

These learning styles may be called cognitive styles. Most of the theories related to information processing sort people based on two primary scales: whether they are global or analytical and whether they are reflective or impulsive learners.

Global and Analytical Learning Styles

- ⇒ This scale refers to the degree to which a person differentiates individual parts from a whole background. Another way to look at this scale is to compare it to whether a person will see the forest first or the individual trees.
- ⇒ **Global Learners:** See the big picture (the forest) first. They tend to learn best in collaborative situations and are usually thought to have greater interpersonal skills than Analytical Learners.
- ⇒ **Analytical Learners:** See the parts (the trees) first and then structure those parts into a whole. They tend to learn best in individualized, self-paced situations. They are usually associated with higher academic achievement than Global Learners.

Impulsive and Reflective Learning Styles

- ⇒ This scale refers to how quickly a person responds in a learning environment.
- ⇒ **Impulsive Learners:** Usually respond with the first thing that comes to mind. They may respond to questions before Reflective Learners have finished thinking.
- ⇒ **Reflective Learners:** Usually consider multiple options before responding. They may come up with different ways of looking at things than Impulsive Learners.

Personality-based Learning Styles

Personality is an important facet of how people learn. There are many different aspects to personality and many different theories on personality. For the purpose of *Roadmap* facilitation, perhaps the most useful scale to keep in mind is whether a person is more extroverted or introverted.

- ⇒ **Extroverted Learners:** Extroverted Learners usually learn better with other people. Social interaction while learning will be more useful for them. They are more likely to speak up in front of a group or take on visible leadership roles.
- ⇒ **Introverted Learners:** Introverted Learners usually learn better by themselves. Individual time while learning will be more useful for them. They are less likely to speak in front of a group or take on visible leadership roles.

Facilitator's Toolkit

Energizers and Ice-breakers

Energizers and ice-breakers are an important facilitation tool. They can help raise energy, give participants a chance to get to know each other better, and build a team atmosphere. Some of the Alternative Activities in the *Roadmap* could also be used as energizers, and there are additional teambuilding activities listed in the *Roadmap* Appendix on pages 171-176. The following are a few additional energizers that can be used:

Dance Circle

- ⇒ **Set Up:** You'll need a large, open area and a music player of some kind, as well as fun, appropriate music. Participants should stand in a circle.
- ⇒ **How to Play:** Dance music is turned on and one person starts by doing an easy movement to the music. The movement can be as simple as nodding in rhythm. Everyone else in the circle follows their lead and starts doing the movement as well. After about 10 seconds, the person standing next to them in the circle (choose beforehand which way the dance will move around the circle) starts a new movement for everyone to do. This continues around the circle until everyone has created a movement. You may want to spread your facilitators out in the circle with several participants between each of them to ensure that the energy keeps moving.

Yes, Let's!

- ⇒ **Set Up:** You'll need a large, open area.
- ⇒ **How to Play:** Participants all stand in an open area. Any participant calls out a suggestion for an activity to do (e.g. "Let's play basketball!"). Everyone else responds with a loud, "Yes, let's!" and starts to mime doing the activity. After miming this for a short time, someone else can suggest an activity in the same way with the same loud response. Since there isn't a specific order of participation, most likely not all participants will have a chance to suggest an activity, and facilitators should be ready to jump in with a suggestion in case one mime starts to drag on too long without another participant suggestion.

Categories

- ⇒ **Set Up:** An open area would be preferable. Participants should sit or stand in a circle.
- ⇒ **How to Play:** A one-two rhythm is established. This can be done with a clap-snap or slap (on the legs)-clap. Once the rhythm is established, one person says in rhythm, "I am thinking of _____," naming a category (e.g. fruit, sports, U.S. capitals). The naming of the category doesn't need to fit into one beat. On the next beat, the person next to them names something from that category, and it goes around the circle until everyone has named something in that category.
- ⇒ Here's an example of how the rhythm would go:
- ⇒ (Slap) (Clap)
- ⇒ "I-am-thinking-of-fruits" (Clap)
- ⇒ "Apples" (Clap)
- ⇒ "Oranges" (Clap)

- ⇒ “Bananas” (Clap)
- ⇒ The chosen category can also focus on civic engagement, using categories such as ways or reasons to be involved in my community. This would be a slightly more difficult version of the game, so you may want to have a first round using something simpler and then do a civic engagement round after that if there's time.

Mime It Down

- ⇒ **Set Up:** Participants should form a line with everyone facing the back of the person in front of them. With a large group, it may be best to split into groups of 8-10.
- ⇒ **How to Play:** Participants use mime to communicate a message down the line and are not allowed to talk at all. The first person starts with something that they have to communicate to the next person in line, usually an object of some kind (e.g. Jack-in-the-box, computer, house). They tap the person in front of them, who turns around so they're facing each other. The first person mimes what they are meant to be communicating without speaking. When the second person thinks they understand what is being communicated, they nod at the first person and turn to tap the next person in line. They then mime what they think the object is, and this continues down the line to the last person. The goal is for the object to be the same for the last person as it is for the first, but most likely it will be something entirely different. This can also be done using civic engagement concepts and unit themes.

Name Sharing

- ⇒ **Set Up:** You will need pens and paper and/or a pre-made worksheet for the questions. A noisemaker of some kind will also be needed. An open area would be nice but isn't necessary.
- ⇒ **Note:** This ice-breaker can work well both when everyone's getting to know each other and later when people are more familiar with each other. Modify the questions as necessary to fit better with how familiar participants are with each other.
- ⇒ **How to Play:** Have participants answer the following questions. They can write them down if they want (or fill out a pre-made worksheet).
 - ☐ What's your full name?
 - ☐ What's the history behind your name? Were you named after someone? Does your name have a meaning? Do you have other names?
 - ☐ Do you have any nicknames? Who gave you the nickname(s)? Who calls you by them? Do you like them?
 - ☐ Do people change your name? Does it get shortened? How do you feel about this?
 - ☐ Do you like your name? If not, what would you like to be called?
 - ☐ What do you want to be called during CE?
- ⇒ Once everyone has answers ready for the questions, explain that participants will be sharing the history of their names with each other. Everyone will find a partner and have 30 seconds (or 1 minute depending on time) to share before a whistle is blown (or other noisemaker is used) and then the other partner will share. After another 30 seconds (or 1 minute), the noisemaker will be sounded twice to signify that everyone needs to find a new partner. Continue until participants have shared with everyone else in the group.

Asking the Right Question (from the Northwest Leader Corps curriculum)

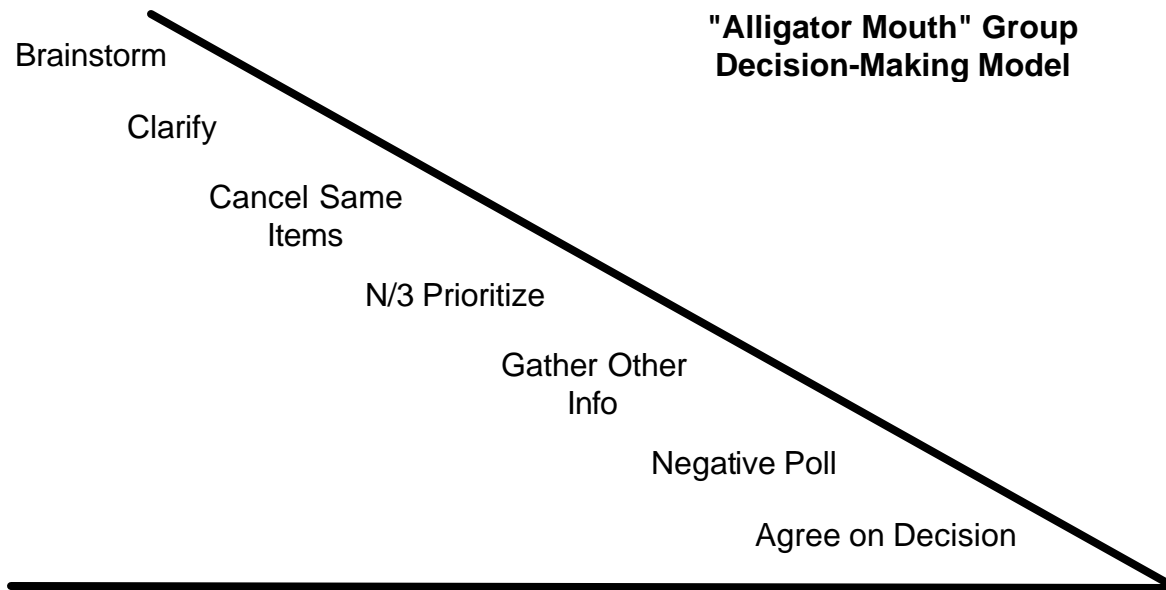
Basic Question Types

Type of Question	Description	Example
Close-Ended	Requires a one-word answer. Closes off discussion.	"Does everyone understand all of the expectations we have just listed?"
Open-Ended	Requires more than one word to answer. Stimulates discussion and thinking.	"What are some of the things you expect to get out of the CE process?"

Outcome-based Question Types

Type of Question	Description	Example
Fact Finding	Targeted at verifiable data such as who, what, where, when, how, and how much. Used to gather information about the current situation.	"How much time do you have to complete the project?" "What resources are already available in our community?"
Feeling Finding	Ask subjective information that gets at opinions, feelings, values, and beliefs. Help you understand views, beliefs and culture.	"How do you feel when you hear the opening words to the Declaration of Independence?"
Tell Me More	Help you get more information. Encourage participants to provide more details.	"Can you elaborate on that?" "Can you be more specific?" "Can you tell me more about that?"
Best/Least	Help you understand potential opportunities in the present situation. Lets you test the limits of the participants' needs and wants.	"What is the best thing about going through the CE process?"
Third-Party	Help uncover thoughts in an indirect manner. Designed to help people express sensitive issues.	"There is a concern that the group we want to work with may not trust us. Can you relate to that?"
"Magic Word"	Lets you explore people's true desires. Useful in removing temporary obstacles from a person's mind.	"If time weren't an obstacle, what service project would you want to choose?"

Group Decision-Making (from the Northwest Leader Corps curriculum)



Brainstorm

- ⇒ **Purpose:** To get the group into a creative, open space and generate as many ideas as possible in a short time frame.
- ⇒ **Guidelines:** All ideas are good ideas. Judgment and evaluation should be deferred until later.
- ⇒ **How to Set Up:** "First, we are going to generate as many ideas as possible. All ideas are equal at this stage. There are no bad ideas."

Clarify

- ⇒ **Purpose:** To make sure that all participants understand each of the ideas before they are asked to make decisions or evaluate the idea.
- ⇒ **Guidelines:** Read through each idea to make sure the participants have a shared understanding of the idea.
- ⇒ **How to Set Up:** "Please read through the list. This is the time to ask questions or get clarification on any of the ideas you are unsure about."

Cancel Same Ideas

- ⇒ **Purpose:** To make sure there is not any duplication of ideas or options.
- ⇒ **Guidelines:** If there isn't consensus to cancel out an idea, defer the conversation to later.
- ⇒ **How to Set Up:** "Are there any duplicate ideas on the list? Can we agree to only have one of them?"

Prioritize (N/3)

- ⇒ **Purpose:** To get an idea of the options the group senses are important to consider (without making a final decision).
- ⇒ **Guidelines:** Count the number of ideas first. Divide the total number of ideas by 3. The remainder is the number of choices per group member.

- ⇒ **How to Set Up:** "Let's try and see which ideas the group finds important to explore. There are twelve ideas up here. Twelve divided by three is four, so each of you will have four choices. Choose your four favorite options on the list."

Gather Other Info

- ⇒ **Purpose:** To get the information needed to help the group make their final decision.
- ⇒ **Guidelines:** Ask for criteria or other information that will help the group make an informed decision. As people share, the facilitator needs to keep the group focused on sharing information, not making rebuttals or creating conflict.
- ⇒ **How to Set Up:** "Now that we have a sense of where the energy of the group is on these ideas, is there any information someone wants to share to help us make a more informed group decision?"

Negative Poll

- ⇒ **Purpose:** To focus on the ideas that have the highest priority by eliminating those with the lowest priority or to reach a quick agreement between a few alternatives.
- ⇒ **Guidelines:** Form a question that asks anyone who disagrees to speak up.
- ⇒ **How to Set Up:** "Is anyone opposed to taking the ideas with less than three votes off the list?"

Agree on Decision

- ⇒ **Purpose:** To reach consensus on a final decision on one or a few of the options or ideas while avoiding a win/lose situation.
- ⇒ **Guidelines:** Encourage group members to work together to find a solution that works for everyone.
- ⇒ **How to Set Up:** "Is there a way to combine these ideas so that we can come to an agreement everyone is comfortable with?"

Debriefing Roadmap Activities (adapted from materials created by Nicole Trimble)

Much of the learning in the *Roadmap* is done through experiential methods, e.g. playing a game or doing art projects. Debriefing these experiential activities is crucial for learners to connect the experience (game, art activity, etc.) with the learning objectives. In the Appendix of the *Roadmap*, the debriefing model "What, So What, Now What" is outlined on pages 167-168. There are also additional activities to help participants reflect and debrief on pages 169-170.

The following model, called the DIGA model, is another format that can be used for debriefing. It follows learners through the five stages of learning:

Stage 1: The Experience

- ⇒ The actual game, art activity, etc.
- ⇒ The activity should produce information or understanding.

Stage 2: Describe

- ⇒ Participants describe or share their experience with the activity. This should be done by reporting observations and reactions to find out what occurred.
- ⇒ Questions could include: What happened? What were your impressions of the experience? How did you feel? What surprised you?

Stage 3: Interpret

- ⇒ Participants share their ideas and reactions to the activity. Facilitators should help participants see and evaluate any dynamics within the group that become apparent. At this stage, they should be moving from the "what" to the "why" of what occurred.
- ⇒ Questions could include: Why did that happen? What sort of patterns do you see here? How was that significant? How might it have been different?

Stage 4: Generalize

- ⇒ Participants are asked if the experience was unique or can apply in other situations. Facilitators should focus on helping participants connect what happened in the activity to real life experiences.
- ⇒ Questions could include: Where have you seen this before? What does this remind you of? What does this make you think about? What does that suggest to you about __ (topic) __ in general?

Stage 5: Apply

- ⇒ Participants plan ways to use this knowledge in the future. By giving participants the opportunity not only to reflect on what they learned but to come up with ways to share and teach the lessons learned, retention of the information is increased.
- ⇒ Questions could include: What do you want to remember from this experience? How could you apply that?

Additionally, when members are going through the curriculum it may help to debrief from the perspective of how the curriculum will look when facilitating with youth. See Debriefing Each CE Unit as a Team for more information on incorporating this aspect into debriefing.

Getting Participant Feedback on the Process

Going through a feedback cycle can help create participant buy-in throughout the process. It can also give facilitators a better idea of what is working and what could use improvement. The Plus/Delta model is one method of gaining feedback from participants. It may be appropriate to revisit group agreements regarding respect given to each other before starting a feedback cycle, particularly with youth.

Plus/Delta Feedback Model

- ⇒ The Plus/Delta Feedback Model is an opportunity for participants to highlight what went well and what could be improved. On a large piece of paper, flip chart, or marker/chalkboard, draw two columns. Over one column, draw a large plus (+) sign. Over the other, create a large delta (?) symbol.
- ⇒ Explain that throughout the process, facilitators want to continually gauge what's working well for participants. To do this, each CE session will conclude with a Plus/Delta, which will give participants the opportunity to share things they really liked (the Pluses) and things they think could be changed to improve future sessions (the Deltas).
- ⇒ Ask participants to think about what went really well during this session and what could be changed to improve the next session.
- ⇒ After giving a minute or two for participants to think, ask them to share the Pluses and Deltas they came up with. Ask for clarification around each of the Pluses and Deltas as necessary.
- ⇒ Once participants are finished giving feedback, facilitators can discuss how they may be able to incorporate the Deltas into future sessions. If it's impossible to incorporate any of the Deltas into future sessions, facilitators can take the opportunity to explain why.

Member Facilitation Frequently Asked Questions

Why do we facilitate the *Roadmap* with members?

Facilitating the *Roadmap* with members prior to youth facilitation is an important aspect of the goals of civic engagement. It provides a key skill-building opportunity for members, while also providing an opportunity for them to come together as a team and plan a service project.

The curriculum should be facilitated with members as a "Train the Trainer". Studies show that doing or experiencing something increases retention of learning objectives. As the table below illustrates, people retain about 75% of the information they learn by doing. By going through the curriculum themselves, members are more likely to understand the curriculum and how it might best be facilitated.

Lecture	5%
Reading	10%
Audio-Visual	20%
Demonstration	30%
Discussion Group	50%
Practice by Doing	75%
Teaching to Others or Putting to Immediate Use	90%

Why take members through a curriculum designed for middle-school aged youth?

Although members could learn a great deal about civic engagement through means other than the *Roadmap*, such methods would not help them prepare to facilitate with youth. Going through the same process that youth will be going through is key to that important goal.

For tips on engaging members in the curriculum, please see Differences between Facilitating with Members and Youth or Tools for Engaging Members with the *Roadmap*.

Should members act as if they were middle-school aged youth during member facilitation?

No. Members do not need to change their behavior to reflect that of middle-school aged youth. It is highly encouraged to explore how facilitation might look different with youth by debriefing each unit (see Debriefing Each Unit as a Team), but members should not try to change their behavior while participating. Members should be encouraged to remain open-minded and to fully engage with the curriculum.

Can we go through the curriculum for a service project that we are already planning to do?

No. One of the most important aspects of the *Roadmap* is that participants choose their service project as part of the process. Any service projects that the team will already be doing can be used as exploratory service projects by linking the projects to the themes of the curriculum.

During facilitation it is likely that members will start thinking early about what sort of project they want to do. This is natural and part of the process. However, members should not feel pressured to choose a specific need to address or a particular service project.

Can Project Supervisors, host agencies, and/or other local organizations suggest a service project to members?

It is not recommended. However, proposals can be made as long as the goals of the curriculum are upheld, particularly those of participant voice and empowerment. Here are some guidelines to ensure that any proposals for service projects are made appropriately:

- ⇒ Any proposals should be made *after* the Round Robin Brainstorming in Unit 6. It would not be appropriate for suggestions to be made prior to that point, as it may affect voting and decision-making by the members.
- ⇒ Any proposed projects should fit the member-identified need that was chosen at the end of Unit 5.
- ⇒ Guests proposing service projects should not be present while members deliberate and vote on the project they will be doing.
- ⇒ Members should not feel pressured to choose a proposed service project.
- ⇒ Any proposed service projects should require significant planning and organization from members. Service projects where members are assisting with another organization's event are acceptable as long as members are playing a critical role in the completion of the project.

Does the member service project have to be a large event?

No. Smaller projects are fine and may work better with members' schedules. It is more important that all members are engaged in the organization, planning, and completion of the project.

Differences between Facilitating with Members and Youth

The *Roadmap* was designed specifically for the middle-school age developmental stage, so keeping members engaged in the curriculum will be different from keeping youth engaged. This document outlines some of the key differences and provides suggestions for addressing them with members.

Key Differences and How to Address Them

Repetition

- ⇒ Repetition can be a valuable learning tool. Research indicates that as repetition is used increasingly throughout a person's life, they require a fewer number of repetitions to learn the same information. For example: When a child is learning their first language, in the beginning it may take some 500 repetitions for the child to learn one word. A couple of years later, they may only need a word to be repeated 2-3 times before learning it. (From "The Role of Repetition in Learning" at <http://www.vibrantelectroniccourse.com/Education/p12.htm>)
- ⇒ The *Roadmap* uses repetition of learning objectives and themes to increase retention of information. While adults may not need as much repetition to learn the same information, middle-school aged youth will benefit from having the amount of repetition that is in the *Roadmap*.
- ⇒ **How to Address this with Members:** Since it is required to go through all of the units and their activities, lessons, and reflections, it is important to acknowledge to members that some of them may find the curriculum too repetitive. Scheduling can play an important role in addressing this issue. If breaks from the curriculum are used in between the facilitation of units, the repetition can become a valuable review for members. One way this could be done is by scheduling service projects or other trainings in between unit facilitation. For example: If a team typically meets once a week to facilitate one unit of the *Roadmap*, facilitation could be spread over 10-12 weeks instead of seven weeks in a row. Off-weeks could be used intermittently to meet other goals of the team meetings.

Previous Knowledge and Experience

- ⇒ The *Roadmap* is designed for youth who have little experience with or knowledge about civic engagement. Members are more likely to have previous experience and knowledge around civic engagement and the historical aspects of the curriculum. However, it is important to note that members' experience with civic engagement will probably be varied. Some members may have a great deal of training and learning about civic engagement while others may have very little.
- ⇒ It is important to note that there are growing trends in youth volunteerism and service-learning. It is therefore increasingly likely that youth may also have previous experience with volunteering and/or civic engagement.
- ⇒ Members are also more likely to have developed and organized a variety of projects before going through the *Roadmap* than youth. They will probably need less guidance on the project planning portion of the process than youth. One way to encourage skill-building would be to encourage members to try out areas of project planning that they don't have experience with.

- ⇒ **How to Address this with Members:** Acknowledge to members that this may be a review for some of them. Encourage them to try to look at the information in a new way. Supplemental readings and activities that take the learning objectives deeper can also help address this while encouraging members to have a meaningful conversation with each other. Members with more previous knowledge about civic engagement could also be encouraged to lead some of these supplemental discussions or activities.

Educational Background

- ⇒ Members will have completed more education than youth participants and have a wider range of knowledge to draw from for discussions. However, members may have been out of a school or learning environment for a long time and may need to adjust to being in a learning environment.
- ⇒ Members will most likely also have a wider range of educational experiences. While a group of youth will probably all be at a similar point in their education (within a couple grade levels of each other), members could range from those who have recently completed high school or a GED to those who have completed a Master's Degrees.
- ⇒ Members may also remember less about the historical learning objectives covered in the curriculum since it has been longer since they learned them in school.
- ⇒ **How to Address this with Members:** Emphasize with members that they are all coming to this process with different experiences, and acknowledge that the learning objectives may be a review for some of them. Also emphasize that although there is learning involved, it isn't going to be like a classroom and it may take time to adjust to the learning environment.

Member Facilitation Methods

There are several different methods commonly used to facilitate the *Roadmap* with teams. All of the methods have benefits and challenges. It's important to consider the outcomes of each method before deciding how to best facilitate the curriculum with a team. This document outlines some of the different possible methods and lists some of the benefits and challenges associated with each. This is not an exhaustive list of possibilities and can best be used as a starting point when thinking about how to facilitate to members.

Project Supervisor(s) Facilitate Entire Curriculum

Project Supervisors may elect to facilitate the entire curriculum to their team. This can increase opportunities for Supervisors to add depth to the curriculum and model good facilitation skills, but can require extensive planning time from Supervisors.

Benefits

- ⇒ Project Supervisors can model good facilitation skills and enthusiasm for the CE process.
- ⇒ Facilitation can be cohesive from beginning to end.
- ⇒ Project Supervisors can ensure that a Training of Trainers aspect is added to facilitation.
- ⇒ Project Supervisors may be more aware of supplemental readings or activities that can enhance the process for members.

Challenges

- ⇒ Members wouldn't get an opportunity to practice facilitating.
- ⇒ It would require a lot of time from Project Supervisors to plan facilitation of each unit.

A Few Members Facilitate Entire Curriculum

Identifying one to three members to lead the team through the CE process is another possible method of facilitating CE. This method can capitalize on the benefits of having a few, experienced facilitators lead the process without increasing the workload of the Project Supervisors.

Benefits

- ⇒ Facilitation can be cohesive from beginning to end.
- ⇒ Project Supervisors can choose members who can model good facilitation skills.
- ⇒ Project Supervisors can more easily give resources and support to a few members who are leading facilitation.
- ⇒ Members can share their own experience (if applicable) and enthusiasm for CE with their teammates.

Challenges

- ⇒ Not all members would get an opportunity to practice facilitating.
- ⇒ The members would need time set aside in their schedule to adequately plan facilitation.
- ⇒ Returning members would work best for this type of role, but teams may not always have returning members who are interested.

All Members Facilitate Portions of the Curriculum

Having all members facilitate different portions of the curriculum (usually through splitting the team into seven groups assigned to each unit) is one of the more common methods of facilitating the process. While it provides the most opportunity for members to practice facilitation skills, it raises new challenges in keeping the process cohesive.

Benefits

- ⇒ All members have an opportunity to practice facilitating.
- ⇒ Project Supervisors have a chance to see which members may be most enthusiastic about facilitating with youth.
- ⇒ Members would have an additional opportunity to work with some of their teammates, increasing the team building opportunity within the process.

Challenges

- ⇒ Facilitation as a whole may lack cohesion since different people will be facilitating each unit.
- ⇒ Team time would have to be set aside so pairs/groups could plan facilitation.
- ⇒ It may be more challenging for Project Supervisors to provide resources and support to all team members.

Inclusive Member Facilitation

Partially adapted from materials created and compiled by Ginlin Woo and Mike Beebe

Diversity exists in the many ways we are all different from each other. There are many types of differences, including:

- | | |
|----------------------------------|----------------------------|
| ⇒ Age or generation | ⇒ Race |
| ⇒ Body-size or characteristics | ⇒ Sexual orientation |
| ⇒ Country or nation of origin | ⇒ Family status |
| ⇒ Ability or disability | ⇒ Language |
| ⇒ Education level | ⇒ Gender identification |
| ⇒ Ethnicity | ⇒ Skin color |
| ⇒ Socio-economic or income level | ⇒ Learning style |
| ⇒ Gender | ⇒ Mental health or illness |
| ⇒ Religion or spirituality | |

When facilitating the *Roadmap*, it's important to be aware of the many types of diversity and the many different cultural memberships that members may have. Inclusive facilitation acknowledges and understands these differences. It also tries to make the learning environment as welcoming and safe as possible for all participants.

When facilitating with members it is equally important to help them learn how to facilitate inclusively with youth. Modeling inclusive facilitation and providing train the trainer opportunities are particularly important so members can learn these skills.

Tips for Facilitating Inclusively with Members

The following lists are not intended to be a complete guide to facilitating inclusively. They are partial lists facilitators can use to start thinking about different ways to ensure that facilitation is as inclusive as possible.

Self-Awareness and Modeling Inclusive Behavior

- ⇒ Acknowledge and understand your own cultural memberships.
- ⇒ Ask for input and wisdom from all participants.
- ⇒ If facilitating as part of a group, work collaboratively and switch up which facilitators are working together throughout the process.
- ⇒ Acknowledge your own mistakes. Ask participants to tell you when you make a mistake.

- ⇒ Honor cultural values and traditions. Make a place for them while facilitating. This can include supplementing the curriculum or encouraging discussion at different points of the curriculum. Facilitators can also look for activities related to building cultural competency to see if they can be incorporated as energizers or other supplemental activities.

Supporting Members' Diversity

- ⇒ Commit to meeting each member as a unique individual with talents, hopes, passions, gifts, and challenges who has many cultural memberships.
- ⇒ Ensure that all activities are appropriate for all of your participants. All members should be able to participate equally, including those with physical disabilities, different learning styles, etc.
- ⇒ Encourage discussions about diversity, difference, and/or discrimination throughout the curriculum as appropriate. Encourage members to be honest during these discussions. Even if the curriculum seems to be coming from a certain point of view, allow members to debate that point of view.

Creating and Maintaining a Safe Space

- ⇒ Ensure that group agreements in Unit 1 are respectful and establish a safe space for all participants.
- ⇒ Be open to differing opinions without trying to influence them.
- ⇒ Plan ahead for potential "hotspots" in the curriculum. Prepare questions to encourage the discussion to move in a positive way, and also prepare different methods for diffusing conflict should the need arise.
- ⇒ If anyone (participant or facilitator) breaks a community agreement, remind them of the guidelines that all participants agreed to follow.

Providing Training of Trainers Opportunities

- ⇒ Discuss the diversity in the room. How are members different from each other? How are they the same? How does this affect how they relate to the curriculum, facilitation, process, and each other?
- ⇒ Discuss how the diversity of youth participants may differ from the diversity of members. What commonalities may youth share that members don't (e.g. age, experience)? Will there be areas where youth will be more diverse than the members facilitating? How will that affect facilitation?
- ⇒ Incorporate games and teambuilding activities related to building cultural competency and inclusive facilitation. Debrief the activities from a facilitator's viewpoint. Could the activities work well with youth? What has been learned even if there isn't time to do the activities with youth?

Tools for Engaging Members with the *Roadmap*

There are many differences between facilitating the *Roadmap* with its target audience (middle-school aged youth) and with members (adults who are 17+). For more information on some of the specific differences, please see Differences between Facilitating with Members and Youth.

This resource is designed to give specific tools for facilitating the *Roadmap* with members. It is not an exhaustive list, and not all of the strategies outlined here may be useful for all teams. It can best be used to start thinking about and/or planning how to keep members engaged.

Introducing the Process

One of the most important ways to get members engaged is to start in a positive, enthusiastic way. Members' enthusiasm for the process is often directly related to how enthusiastic Project Supervisors, returning members, and team/CE leaders are from the beginning of the process.

Preparing to introduce CE to a team can be a process in and of itself. Depending on their learning styles (see Facilitating for Different Learning Styles), members may or may not need to see the big picture of CE before they can engage in the process. Members will also be coming from different backgrounds and may have varying ideas of what civic engagement is. A good introduction can help members start off enthusiastically while addressing those issues. For more detailed information about introducing CE to teams, please see Introducing Civic Engagement to Members.

Framing the Process

Each session of CE facilitation is an opportunity to build enthusiasm and ensure that members are engaged in the process. You can also take time before and after each session to ask for feedback on the process and check-in with members.

Strategies to Use during Facilitation

- ⇒ **Start each CE session with a review and highlights from the previous session(s).** Games and other fun activities can help review what's been covered and act as team-builders. They can also reinforce lessons learned about civic engagement, facilitation, and project planning.
- ⇒ **End each session with a debrief and a look ahead.** Session debriefs should be facilitated from a training of trainers viewpoint (see Debriefing Each CE Unit as a Team). Also look ahead to ensure that members stay focused on the goals of the process. Ask them if they're starting to think about possible issues to address or service projects (try to avoid any debate about potential issues or service projects until later in the curriculum). Ask if they're excited to work with youth and if they've thought about how they want to be involved in the youth portion.
- ⇒ **Take breaks from facilitation as necessary.** Repetition is built into the *Roadmap* for the middle-school age developmental stage. For members going through the curriculum, it may be helpful to spread facilitation out over a longer period of time and interject facilitation with service projects and/or trainings. CE-related trainings could include facilitation skills, project planning skills, or tools for working with middle-school aged youth. For example: If a team typically meets once a week, facilitation could be spread over 10-12 weeks instead of facilitating CE seven weeks in a row. Off-weeks could incorporate a mixture of service projects and other trainings.

- ⇒ **Supplement the curriculum and explore the concept of civic engagement at a deeper level.** Members may be interested in exploring civic engagement more deeply than the curriculum goes. Including additional readings, discussions, and activities along the same themes of the curriculum can be a good way to keep members engaged while giving them a deeper knowledge base from which to draw. Some possible supplemental readings and sources are available under the Additional Resources section of the CE Atlas.

Facilitating as a Training of Trainers

- ⇒ **Debrief each unit from a facilitative viewpoint.** What worked well about the facilitation? What may look different when facilitating with youth? What logistical details need to be noted for youth facilitation? (See Debriefing Each CE Unit as a Team for more information.)
- ⇒ **Provide facilitator's outlines for any supplementary or alternative activities used.** Include approximate activity length, supplies needed, and different possible uses or places to tie-in to the curriculum. Remember that all alternative activities not in the *Roadmap* need to be approved by WSC Program Coordinators prior to use.
- ⇒ **Give opportunities for members to practice facilitating.** Some teams do this by having all members facilitate different portions of the curriculum. For teams that are utilizing different methods of facilitation, opportunities can be created for members to get facilitation practice. Members could be given the task of facilitating team-builders on different days. They could also be assigned to facilitate the debriefing process on different days. If supplemental activities or discussions are incorporated, members could also facilitate those. Give members an opportunity to reflect on what they learned from their facilitation practice.

During Project Planning

The project planning phase varies widely from team to team. Some teams plan their service projects with just a few planning days while others take more time. The more drawn out project planning is, the more likely it is that you will need to take time to check in with members and make sure they are still engaged.

Strategies to Use during Project Planning

- ⇒ **Give members opportunities to reconnect as a team throughout project planning.** Members may be more task-focused during project planning, but providing them with chances to come together for games or teambuilding activities can help reinforce the community that was built during facilitation.
- ⇒ **Encourage members to push their comfort levels and build new skills.** Giving members opportunities to learn and grow can help keep members interested in the planning process. For some members, it may also increase stress. Be prepared and plan ahead to include activities that will help members feel more comfortable stepping outside of their comfort zones.
- ⇒ **Make sure that there is adequate project planning time for members.** Before facilitating Unit 6, know how much time (team meetings, etc.) that members will have available for project planning. Make sure members understand how much time they will have before they choose a project. Members should not have to serve outside of their normal service hours to plan their service project.
- ⇒ **Recognize members' achievements.** During project planning, members may be pushing themselves and building new skills. Celebrate the moments when members accomplish goals or push past barriers. Recognition can be simple at this point (the bigger recognition and celebration will take place in Unit 7).

Finishing the Member Process and Moving into the Youth Process

It's important to take the time to reflect and celebrate as members finish the process. Unit 7 provides the framework for this. Since members will be moving into the youth portion as they finish their process, it's important to keep enthusiasm high.

Strategies to Use to Build Enthusiasm for the Youth Process

- ⇒ **Incorporate an additional debrief that looks ahead to the youth portion.** Look at the whole process, using the questions from Debriefing Each CE Unit as a Team. What did members learn about civic engagement, project planning, and facilitation? What do they think youth can gain from the process?
- ⇒ **Recognize members' major accomplishments.** Include some of the achievements members made in pushing their comfort zones and building skills. Discuss whether youth could make similar accomplishments and how to establish an environment where youth are more likely to do so.
- ⇒ **Gauge members' enthusiasm for the youth portion.** Who is interested in doing what for the youth portion? Some members may be more excited about facilitating with youth while others may want to take a background role. If possible, give members the opportunity to choose what they will do during the youth process.

Introducing Civic Engagement to Members

Introducing civic engagement to members can be a process in and of itself. The introduction should cover the requirements and process for CE, build enthusiasm, and start exploring the ideas of civic engagement. Building enthusiasm is particularly important because members' enthusiasm for the process is often directly related to how enthusiastic Project Supervisors, returning members, and team/CE leaders are from the beginning of the process.

Topics to Cover in the Introduction

Your Enthusiasm/Connection to the Process

- ⇒ Why is civic engagement important to you? What gets you excited about the process? What curriculum or process goals do you particularly connect with? Sharing your enthusiasm is vital to starting off in a positive way.
- ⇒ You may also want to include highlights from your past experience with the curriculum. Share some of the positive results you've seen from the process so members can have an idea of the possible outcomes.

Goals of the Member CE Process

- ⇒ The first major goal of the member process is to help members prepare to facilitate with youth. If members understand from the beginning that they are going through a curriculum designed for middle-school aged youth for that purpose, it may be easier to keep them engaged.
- ⇒ The other major goal of the process is for members to deepen their own understanding about civic engagement and project planning. Depending on their previous experience, members may already be more familiar with these ideas and skills, but they should be encouraged to remain open to the learning available.

Training of Trainers

- ⇒ Discussing the training of trainers aspect of the member process can be vital if members will be facilitating the bulk of the curriculum to each other. Include an overview of how a training of trainers looks and how it differs from just going through the curriculum.
- ⇒ For a more complete look at how to incorporate a training of trainers aspect to the member process, see Tools for Engaging Members in the *Roadmap*.

Roadmap Overview

- ⇒ Briefly summarizing the curriculum can be important for members who need to see the big picture. It can also help to go through the unit goals and see how they fit into the larger curriculum goals.
- ⇒ The *Roadmap* Flowchart of Outcomes can help provide an overview of unit and curriculum goals.

What is civic engagement?

- ⇒ Introducing the concept of civic engagement can be very important for members who are not familiar with the term or concept yet. Unit 1 helps introduce the concept, and for additional introduction ideas, please see the Most Exciting Introduction to CE (see section 1 of the CE Atlas).

Debriefing Each CE Unit as a Team

Debriefing each session of CE is an important part of facilitating the member process as a Training of Trainers. The following questions are a good starting point and can be used within a debriefing model such as the DIGA model (see the Facilitator's Toolkit for more information on the DIGA model).

Preparing for Youth Facilitation

- ⇒ What were the learning objectives of this unit?
- ⇒ How can we communicate these objectives to youth?
- ⇒ What would work well with our youth group from this unit?
- ⇒ What would we need to look at adjusting or modifying to accommodate our youth group? (Activities, space, supplies available, etc.)
- ⇒ Do we need to get permission or assistance with any of the suggestions from the previous question (adjustments, modifications, etc.)?
- ⇒ What supplies and accommodations do we need to prepare for this unit?
- ⇒ Are there questions that we should anticipate or prepare for that may come up with the youth group about the topics or activities presented?
- ⇒ Do we have any questions that we need answered before we can facilitate this unit successfully with youth?

Providing Train the Trainer Opportunities for Learning

- ⇒ What did the facilitator do well that supported an effective learning environment and implementation of activities?
- ⇒ What could the facilitator do even better next time to increase success?
- ⇒ What facilitation tips do we need to remember so that the activities go smoothly with the youth group?
- ⇒ What did you need to prepare to facilitate this unit successfully? What questions came up for you as you were preparing to facilitate this unit?
- ⇒ What factors about the group or the space did you consider when preparing to facilitate?
- ⇒ Do you have any suggestions for the facilitators that would increase continuity between this unit and the previous or subsequent units?
- ⇒ Any specific discussion or facilitation skills that you want to practice or improve?

Providing Valuable Feedback

- ⇒ What worked well in this unit for you?
- ⇒ What did you wish you would have known before facilitating this unit?
- ⇒ What challenges did you have with this unit? What possible solutions to those challenges do you propose?
- ⇒ What other resources do you need to be successful?
- ⇒ What would you pass on to future members participating in this program?
- ⇒ Other thoughts or reflections about your experience to share?

Project Planning with Members

Project planning with members looks different for every team. Teams' varying sizes and primary service obligations create different needs, particularly around scheduling and organization. In addition to planning their service project, members should also keep a training of trainers mindset.

Thoughtful organization can help keep members on-track while providing them with training of trainers opportunities. The following lists include questions to help facilitators start organizing the project planning phase with these goals in mind.

Before Beginning Project Planning

- ⇒ What sort of role do you see for yourself as a facilitator while members are project planning? How do you see yourself fitting into and guiding this portion of the process? How are you going to structure planning sessions?
- ⇒ What sort of space will the members be using for planning purposes? Is there enough room in the space for all of the members to accomplish their tasks?
- ⇒ How will the groups (or task forces) work together so that the members are all aware of what other groups are doing? How will you ensure that different groups are not duplicating efforts on the same task?
- ⇒ Will the members have access to the supplies they will need for planning? Supplies could possibly include office equipment such as phones, computers with Internet access, printers and/or copiers, etc. If they do not have easy access to some of the supplies that they may need, how will you work around those limitations?
- ⇒ How will you make sure that the planning process is inclusive? Do you need to make accommodations for any of the members so they can participate fully?
- ⇒ How much time is being spent project planning? Will members have to spend time outside of scheduled planning sessions working on the project? If so, how will this fit into their primary service obligations?
- ⇒ How will you provide members with training of trainer opportunities during project planning? Can you walk them through your own process for organizing the project planning phase?

During Project Planning

- ⇒ Are members completing tasks in a timely fashion, building new skills, and being given opportunities to think about how to facilitate a similar process with youth?
- ⇒ How are you checking in with members? How are you keeping energy and enthusiasm high?
- ⇒ How are groups/task forces communicating? What can you do to increase good communication and ensure that all members have the information they need?
- ⇒ Have you built in at least one training of trainers debrief to give members the chance to discuss how the project planning process may look different with youth?

At the Project

- ⇒ Do you have assigned roles and tasks for all members? Does everyone have a clear understanding of their responsibilities before, during, and after the project?
- ⇒ Are there liability and/or legal restrictions to the tasks members or volunteers can perform during the project?
- ⇒ Do you have time built into the schedule to meet as a group before the project for a final check-in with members?
- ⇒ Do you have necessary safety equipment and First Aid supplies at the project site?
- ⇒ Is the project inclusive for all members and attendees? Do you need to make accommodations for any members or attendees?
- ⇒ Do you have time to debrief the project that day?